

CHAPTER II

LITERATURE REVIEW

The purpose of this literature review is to provide the reader with a general overview of students' perception on E-learning use in fourth and sixth semesters of English department. In this literature review researcher will give definition of English for Foreign Learning, students' perception, ICT and E-learning.

A. English as a Foreign Language

1. English as a Foreign Language

The study of foreign language learning has a long history until linguists conclude that there are three main terms there are approach, method, and technique. Fachrurrozi and Mahyuddin (2011:5) define the approach as hypotheses and beliefs about the nature of language, learning and teaching.

In language studies, three approaches are often used namely the structural approach, functional approach, and interactional approach. Structural flow sees language as a system that is formed from several structurally related elements. Lecturers who use this genre provide teaching about grammar (grammatical), as well as the tools and teaching materials used. Functional flow interprets language as a tool/media to express functional meanings. This flow does not only emphasize the grammatical elements, but also the topics or concepts that students want to communicate. On the other hand, interactional flow considers language as a means or media to create interpersonal relationships and social interactions between individuals.

Meanwhile, concerning the understanding of the method, Fachrurrozi, and Mahyuddin (2011:5) suggest that the method in language teaching refers to what is done and practiced by the instructor to help students achieve the expected language skills. The method is a continuation of the approach because the language teaching plan must be developed from theories about the nature of language and language learning. According to Magfiroh (2015:273) language teaching and learning refer to the activities carried out by teachers and students in the process of mastering a second language or a foreign language.

Thus, language learning is an amalgamation of several processes carried out through the cooperation of lecturers (lecturers) and language learners (students) which in this case is located at school. The language learning process starts from the individual in the classroom, then is practiced together in the school environment, and subsequently, a habit is formed within the students to be practiced in the language user community.

2. Teaching in Higher Education Level

The process of learning in higher education is very different from learning at other levels of education. Three main activities in Higher Education, there are education / teaching, research, and training, lead each individual to be able to always think freely, be creative and innovative (Kanamaru, M., 2004:1). The process of acquiring knowledge in this area is independent and free from any intervention. Higher Education is a learning space that places individuals as free humans in gaining knowledge. In addition, the learning process is also synergized in learning activities in the classroom, research and socializing with the

community through various service activities. In this place, each individual not only seeks knowledge, but also applies and shapes it. Here the character and character of the individual is formed into a person who excels intellectually, emotionally and spiritually.

According to Kanamaru, M. (2004:1), higher education institutions have three functions in total. In addition to education, these are research and contributing to society. The research and education functions are two sides of a coin; research makes a higher level of education possible and education, in turn, develops the human resources to do research. Recently, contributions to society have increasingly been demanded of higher education institutions. This means the higher education institutions need to have activities to ensure that accumulated knowledge is circulated directly back to society.

B. Perception

1. Definition of Perception

Perception is essentially a cognitive process that experienced by everyone in way understanding information about their environment, both through vision, hearing, appreciation, feeling, and smell (Salkind, 2008:778). Everything that is obtained in the environment, whether they are seen, heard, lived, felt, and smelled will be processed as information to act.

The definition of perception which actually tends to be more psychological than just a sensing process, so there are several factors that influence, such as selective attention, the individual focuses his attention on certain stimuli. Then the

characteristics of stimulation that moves between silent stimuli will attract more attention. The next is value and needs of individuals, and the last is past experience. Perception is a sensing process, namely the process of receipt of stimulus by individuals through the senses or also called a sensory process. But this process not just stop, except that stimulus is continued and the next process is a process of perception. Therefore the process of perception can't be separated from the sensing process which is a preliminary process of the process of perception (Salkind, 2008:778).

Based on the explanation above, researchers can conclude that perception is the individual's way of seeing, interpreting, concluding and reacting to an object that obtained through the process of sensing, organizing, and interpreting the object.

2. Factors that Influence Perception

According to Gibson and friends (2012:8), there are 2 factors that influences perception, these factors are:

a. Internal factors, that is factors that influence perceptions related to psychological needs, educational background, sensory devices, nerves or nerve center, personality and experience of self-acceptance and individual circumstances at a certain time.

1) Physiological

Information enters the senses then the information obtained by the brain will influence and complement the brain to provide information to the surrounding

environment. The capacity of the sensory organs to understand information on each person is different so that interpretations from the environment can also be different.



2) Attention

Individuals need the energy to be able to pay attention and focus on the physical form and mental facilities that exist on an object. Because the energy of each individual is different so that one's attention to an object is also different, it will affect one's perception of an object.

3) Unidirectional needs

This factor can be seen from how strong a person or individual is to find objects or messages that can provide information following what they need.

4) Experience and memory

Experience depends on someone's memories, such as the extent to which one can remember past events to find out information or stimuli in a broad sense.

5) Mood

Emotions affect one's behavior because mood shows one's feelings. A person's moods also greatly affect the way they receive, react, and remember things.

b. External factor, are factors that are used to perceive objects, people, situation and the environment.

1) The size and placement of the object over the stimulus

This factor states that the greater the relationship of an object, the easier it is to understand. Shapes affect individual perceptions in seeing the shape and size of objects so that it will make it easier for individuals to pay attention and make perceptions of certain objects.

2) The color of objects

Objects that have more lights or colorful, will be easier to understand than objects that have less light.

3) The uniqueness and contractual stimulus

A stimulus that has an external appearance with a background and surroundings that is completely outside the assumptions of other individuals will attract a lot of attention.

4) The intensity and strength of the stimulus

Stimulus from the outside will give more meaning if it is paid more attention than what is only seen once. The strength of the stimulus is the power of an object that can affect perception.

5) Motion

Individuals will give more attention to objects that provide movement in the range of views compared to stationary objects.

Meanwhile, according to Gibson and friends (2012:96-97) perception is influenced by functional and structural factors. Functional factors come from needs, past experiences, and other things that are personal, such as learning processes, horizons and knowledge, cultural background, education which all are colored by their personality values. Functional factors are commonly referred to a frame of reference. This reference frame influences how people give meaning to the message they receive or perceive it.

Meanwhile structural factors are factors that come from outside of the individual, in this case are stimulus and the environment. In order the stimulus can be realized by the individual, the stimulus must be strong enough because at one time the individual receives various stimuli. In other words, the stimulus is considered because it has prominent characteristics, including movement, intensity of stimuli, new things, and repetition (Gibson and friends, 2012:94).

3. The process of Perception

According to Gibson and friends (2012:94-95), the process of perception begins with an object that creates a stimulus, and then that stimulus is receive by sensory devices or receptors. This process is called natural process or physical process. After going through a physical process, the stimulus that received by the senses transmitted by sensory nerves to the brain. This process is called a physiological process. Then, a process is occurs in the brain as a center of consciousness so that individuals are aware with what is seen, what is heard, or what is touched. This process is called a psychological process. This process is the final process of perception and true perception. Response as a result of perception can be taken by individuals in various forms.

4. Indicators of Perception

- a. Some statements concerning the first indicator of understanding about E-learning:
 - a) E-learning helps student access tasks given by lecturers.
 - b) E-learning makes it easy to convey information.

- c) E-learning allows learners to learn through computers in their respective places without having to physically go to attend classes / lectures in class.
 - d) E-learning makes it easy for students to access assignments and materials wherever and whenever as long as there is an internet connection.
- b. Some statements concerning the indicators of interfaces:
- a) The E-learning system provides content that is very appropriate to the needs
 - b) The E-learning provides useful system.
 - c) The E-learning provides up-to-date content
 - d) The E-learning provide large material.
 - e) E-learning material are easy to understand
- c. Some statements concerning the third indicator are feedback and assessment:
- a) The E-learning system simplifies the learning evaluation process
 - b) Testing methods such as tasks through the E-learning system are easy to understand
 - c) Testing methods such as assignments through the E-learning system are fair
 - d) The E-learning system provides a safe testing environment
 - e) The testing method tells results quickly
 - f) E-learning systems are difficult to access
 - g) The E-learning system is very complicated
 - h) The E-learning system is not stable because it is affected by the quality of the internet connection

Perception indicators are needed to develop the instrument. The items arranged must be in accordance or in sync with the indicators of perception. Thus the items can be revealed carefully or precisely in accordance with what will be measured which in this case is perception. The more (smoother) the translation means the more the number of items.

According to Arikunto (2010: 87), states that tests or measuring devices that consist of many items are more valid than those that only consist of a few items. Therefore, the elaboration of indicators of perception and what is perceived (E-learning) must be thorough, real, measurable, then presented in the form of a grid or specification table. According to Arikunto (2010: 185-203), the grid or specification table consists of rows and columns, rows containing indicators to be measured (perception), while columns contain aspects or parts, targets, or objects to be measured, in this case the object of perception is E-learning. The reason is constructed according to the theory or concept is nothing but to improve the quality of the measuring instrument items in terms of validity and reliability.

C. The Use of ICT in Learning English

1. Definition of ICT

Information and Communication Technology (ICT) is a combination of science and technology. In general, all technologies are related to the collection, processing, storage, distribution, and presentation of information. ICT is currently considered a potential tool to provide educational opportunities both formally and informally. In the learning process, ICT can increase motivation and involvement of students in learning in the classroom. With the involvement of ICT in learning,

students will be equipped with digital-era literacy so that it can create high-level thinking, sound reasoning, effective communication, and high productivity (Khosrow-Pour, 2005: 685).



2. ICT Tools

In utilizing IT, equipment is needed that can be used to obtain information, according to Asmani (2011:164-166) information technology devices:

a. Computer

A computer is a device in the form of hardware and software that is used to help human to process data into information and save it for later display. Information generated by computers can be in the format of picture, sound, video, text, and animation.

b. Laptop / Notebook

Laptop / notebook are a sophisticated device that it functions same as a computer, but its form can practically be folded and carried everywhere.

c. Desk-book

Desk-book is a kind of computer device with a form that is much more practical, the CPU is integrated with the monitor so that it is easily placed on the table without taking up much space.

d. Personal Digital Assistant (PDA) / Handheld Computer

A PDA is a type of computer device, but it is so mini-shaped that it can be put in a pocket. Even so, its function is almost the same as a personal computer that can process data.

e. Flash-disk, CD, DVD, Diskette, Memory-card

Flash-disk is a data storage media that can store large amounts of data.

3. ICT in English Learning

ICT can be used in education. This ICT is used to improve administrative efficiency, disseminate learning material, improve skills in utilizing ICT, enable lecturers and students to be able to access information sources from around the world, share ideas about education and learning, collaborate on joint projects, and conduct lessons from locations isolated. ICT is used in learning English which includes four English skills namely listening, speaking, reading, and writing. Other than ICT also provides other language features such as vocabulary and grammar skills. According to Ghavifekr (2015:189) ICT helps students to possess all four skills in learning, there are:

a. ICT and Listening Learning

Students are required to learn about forms of digital communication such as video conferencing. In the modern era, there are existing digital dictionary which is involving not only the vocabulary and its meaning but also determine how it is pronounced directly by native speakers.

b. ICT and Speaking Learning

ICT can help students more active in speaking performance. It can be indicated when students' present the material with power point aid.

c. ICT and Reading Learning

Reading multimedia texts requires new ways and reading skills. This includes the ability to read images, icons, hyperlinks, formatting conventions, and site maps. ICT can also improve student responses so that students can be able to compare the information presented in various texts; identify the main characteristics and features of a type of text; discuss the advantages and disadvantages of certain types of texts;

evaluating the validity, and investigating reading strategies tailored to different types of texts.

d. ICT and writing Learning

ICT allows students to organize and present information in various forms and arrange their work more easily and professionally. Word processing software allows them to access tools used by professional editors, and to manipulate text in previously difficult ways. Using these word processing tools enables students to reflect and edit themselves and respond critically to the writings of other students.

D. E-learning use in Learning English

1. Definition of E-learning

The development of ICT rapidly has encouraged various educational institutions to utilize E-learning systems to increase the effectiveness and flexibility of learning. The term "e" or the abbreviation of electronics in E-learning is used as a term for all technologies used to support teaching efforts through internet electronic technology (Fee, 2009:13-14). According to Fee (2009:14-15) E-learning is an educational system that uses electronic applications to support teaching and learning with internet media, computer networks, or stand alone computers. Furthermore, Aminpour (in Moghaddam 2012: 289) declares that E-learning is a method of learning which has been taken on the basis of applications of information technology and computer networks. Based on the definition of experts, researchers can conclude that E-learning is one of the learning methods that is currently being developed by utilizing computers as learning media, in addition to providing an innovation that has a very large contribution to increasing the quality of teaching and learning process.

The development and use of E-learning in actual learning is still very limited, due to the lack of information and internet access that is not available in some educational institutions. Various web-based learning systems that exist on the internet and the implementation of E-learning systems vary greatly from simple ones, in the form of a collection of learning materials placed on a web / blog site with additional communication forums via e-mail or separate mailing lists, to E-learning which is made in an integrated form of an E-learning portal that contains a variety of materials / subjects enriched with multimedia and integrated with academic information systems, evaluation, communication, discussion and various other educational tools.

2. Kinds of E-learning

Desvi (2014:3) state that based on the technology used, E-learning is divided on the basis of technology:

a. CBT (Computer Based Training)

The era where E-learning application is begins to emerge and run on PCs or in the form of CD-ROM. The content of the material available therein consists of text or multimedia (video and audio) in various formats as follows MP4, MPEG-1, or AVI.

b. LMS (Learning Management System)

LMS is an abbreviation of Learning Management System. The development of LMS quickly generates new ideas to overcome the problem of interoperability between existing LMS and standards. Standards that emerge for example are standards issued by AICC (CBT Committee of the Aviation Industry).



c. Web Based E-learning Application

The development of LMS leads to a total Web-based E-learning application, both for students and learning administration. LMS began to be combined with information portal sites, magazines, and world newspapers.

3. Kinds of LMS (Learning Management System)

LSM is one of the most widely used E-learning platforms. LMS or E-learning platform or Learning Content Management System (LCMS) is an application that automates and virtualizes the teaching and learning process electronically. The developing of E-learning, there are currently many LMS available, both commercial and Open Source (Babo and Azevedo, 2012:165). Examples of LMS that are Open Source are Edmodo, Moodle, Dokeos and Schoology.

There are some examples of Open Source LMS:

a. Edmodo

Edmodo is a social media platform that is often described as Facebook for schools and can function even more as needed. Edmodo is an interesting medium for teachers and students with social elements that resemble Facebook. A teacher can easily manage a system that provides the best and practical features, so that the teacher is always connected with students and organizes student activities easily. Learning activities that can be used in accordance with the features available on Edmodo media namely content sharing or sharing subject matter, assignments, quizzes, polls and allow for discussion activities on the comments feature. Edmodo users can create profiles and chat with other people connected on the website. In addition students can also request information from teachers about

grades or assignments, and teachers can upload student grades and assignments on the web .It can be concluded that Edmodo is a social networking site intended to assist the learning process, where Edmodo's appearance resembles a Facebook display that makes it easier to use.

b. MOODLE

MOODLE (<http://moodle.org>) is a free web application for educators and is probably one of the most popular free LMSs on the market today. Moodle is an open source LMS software so it is constantly being improved and developed. However, you might need to hire a third party to adjust the platform to suit your needs.

c. Dokeos

Dokeos (<http://www.dokeos.com>) is an open source learning platform. This site has several live quiz templates and tools for writing courses. On its website you can visit the "video" page to see a list of tutorials available with PHP based platforms. You can see at a glance how the course admin back-end works. With the Dokeos "Oogie Rapid Learning" feature, it's easy to convert Powerpoint and OpenOffice to SCORM, and it's easier to learn Dokeos than Moodle (and it looks better when aesthetics is a priority).

d. Schoology

Schoology (<https://www.schoology.com>) is another "freemium" choice with many great features for teachers and individual companies. This LMS has many interesting features with an impressive visual appearance, for example an online

assessment book, attendance sheet, and a note taker of student use. Schoology's mobile workflow and functionality is very good, coupled with a modern interface and integration with the latest cloud applications. The drawback, Schoology does not have features as complete as Moodle, and there is no facility to send private messages between students.

4. Strengths and Weaknesses of E-learning

According to Fee (2009:31-33), E-learning has many advantages:

- a. Easier to absorb, its mean that it uses multimedia facilities in the form of an image, text, animation, sound, and video.
- b. Cost-effective, its mean that there is no need for an instructor, no need for a minimum audience, can be anywhere, etc.
- c. More concise, its mean that it does not contain much class formality, directly into a subject, subject as needed.
- d. Available 24 hours per day, its mean that mastery in the material depends on the enthusiasm and also the absorption of students, can be monitored, can be tested by e-test.

Weaknesses of E-learning mentioned by Fee (2009:48-49) include:

- a. Lack of an interaction between learners.
- b. This tendency can ignore the academic aspects or also social aspects. Otherwise make the growth of business or commercial aspects.
- c. The teaching and learning process tends towards a training rather than education itself.

- d. Changing the role of learners from those who previously mastered conventional learning techniques, are now also required be able to know learning techniques using ICT (information, communication, and technology).
- e. Internet facilities are not available at all places.
- f. Learners may be frustrated if they cannot access graphics, images, and videos due to inadequate equipment (software and hardware).

E. Related Study

Research that is relevant to the topic that will be conducted by researchers regarding students' perceptions on E-learning use in fourth and sixth semester students of English department at Muhammadiyah University of Ponorogo, in theory and practice are:

1. Research conducted by Farnaz Sharifrazi and Suki Stone (2019) with the title "Students Perception of Learning Online: Professor's Presence in Synchronous Versus Asynchronous Modality".

The results of the data analysis were 4.07 for the synchronous versus 3.92 for asynchronous. Students' perception indicated that the synchronous model was more effective and positive for their learning. Based on the results of the study a recommendation for a multidimensional, multi-faceted curriculum that includes professor's real-time presence to create an atmosphere of trust, guidance and openness among students is affirmed.

2. Research conducted by Amal I Linjawi and Lama S Alfadda (2018) with the title "Students' perception, attitudes, and readiness toward online learning in dental education in Saudi Arabia: a cohort study".

The result is T1 group (n=72; 36 males [M], 36 females [F]) and T2 group (n=50; 20 M, 30 F). The results indicated high levels of computer skills, technology access, and perceived importance of online technology with no significant difference between the groups ($P>0.05$). They also showed acceptable levels of E-learning experience and social influence on E-learning adoption with no significant difference between the groups ($P>0.05$). A significant difference was reported in using E-learning for personal compared to learning purposes ($P<0.05$). The T2 group reported significantly lower levels of online English literacy ($P<0.01$), perceived impact of E-learning on dental education, and readiness for E-learning ($P<0.001$). Multiple technical and content development supports were reported. This study showed acceptable levels of individual characteristics and system competency levels as well as the perceived importance of using technology in dental education among the participants. However, the perceived impact of and readiness for E-learning were found to be less acceptable as students matured. The need for much support in some skills was also reported.

3. Research conducted by Fauziyya Umar Adamu (2017) with the title "Students' perception of e-classroom and their motivation in learning computer science in Bauchi State, Nigeria".

The analyses of the data revealed that the students' perception of e – classroom was good and students from female schools perceived e- classroom better than students from male schools. The analyses also showed that students' motivation in learning Computer Science was relatively high. Generally, the students gave more emphasis to computer learning value “an aspect of

motivation”. In addition, male students were highly motivated in learning Computer Science than female students. Further, the analysis had confirmed that there was no relationship between students’ perception of e-classroom and their motivation in learning Computer Science. Based on the findings, some recommendations were given. Some of them include Computer Science teachers should regularly assess students’ perception of e-classroom purposely to ascertain which aspect of the e - class is not influential in their learning of Computer Science.

Based on the previous research, this study focus on identifying the obstacle, strength, and weakness of E-learning system in order to evaluate E-learning use for fourth and sixth semester students’ at English Department of Muhammadiyah University of Ponorogo

